

MANSFIELD PUBLIC SCHOOLS
June Progress Report Benchmarks
Grade 1

Reading to Understand

During this marking period the students have become more proficient readers. They can decode compound words, contractions, and words with common endings (e.g., -es). Students know the sounds for common letter patterns and use this knowledge when decoding words. Students use prior knowledge, context, photos, illustrations, and diagrams to predict and confirm meaning when reading. They can classify categories of words and explain the meaning of content vocabulary. Students can apply a number of strategies to comprehend informational text and can form clear questions and responses about what has been read. They can retell text and organize the information in proper sequence with a beginning, middle, and end when using a graphic organizer. Students are able to recognize and use text features to find information and can create mental imagery about a text when prompted by an adult. The first grades make inferences about characters and settings using picture clues, read-alouds, and discussions. They can ask and answer questions about key details in a text or about what a speaker says. Students are beginning to make informed opinions about text of different genres and by different authors. Their personal opinions or judgments about what is read, heard, or viewed can be supported with at least two appropriate reasons. They can express ideas and feelings both orally and with simple written responses. Students can read on-level text with purpose and understanding. They read more fluently due to increased automatic word recognition, awareness of text features, and increased reading rate.

Writing to Communicate

Students have continued to write for a range of tasks and purposes. Students use strategies to generate and develop writing that includes a beginning, middle, and end. They use a variety of digital tools, with teacher support, to produce and publish their writing. They can write: a friendly letter; an explanation that includes a topic, some facts about the topic and a sense of closure; a narrative that has two or more sequenced events and details; an opinion piece that includes an opinion and reasons for that opinion. They can listen to or read a variety of genres to use as models for writing. Appropriate word choice and correct use of verbs should be evident in the writing. They are expected to write in complete sentences that begin in a variety of ways and contain descriptive words appropriate to the topic. Students use conventional spelling (short vowel patterns, blends, digraphs, and long vowel silent e) when spelling some common words. All words that have been taught should be used and spelled correctly. Capital letters at the beginning of a sentence, proper nouns, and "I" are expected to be used correctly in all writing. Students should know when a period, exclamation point, or question mark is needed at the end of a sentence. They are expected to edit writing for correct capitalization, punctuation, spelling of words taught, and complete sentences. Students should write legibly by applying handwriting skills such as consistent size of letters, consistent spacing between words, correct letter formation, and by using an effective pencil grip.

Mathematics

Students learn a great deal about number lines and its use as a mathematical model. It is used to model addition and subtraction, locate numbers on the number line, and use their reasoning skills and number sense to determine unknown values that correspond to empty boxes. The range of numbers represented starts with 0-20 and grows to 0-120. Students use the open number line to skip-jump 1 multiples of 1, 5, and 10, forward and backward, from numbers both on and off the decade. Students also practice comparing and ordering measurements, writing inequality statements, and finding the differences between the two numbers. In geometry, students use a variety of tools to explore two- and three-dimensional shapes and fractions (halves, thirds, and fourths). The emphasis is focused on shapes – identifying, describing, constructing, drawing, comparing, composing, and sorting them. Fractions are investigated in the context of two-dimensional shapes as they cut paper sandwiches in halves, and fourths, and fold and cut paper circle pizzas to share. Finally, students work on developing a deep understanding of place value with numbers to 120 as they estimate, count, add, and subtract two-digit quantities using familiar models: sticks and bundles (of ten); dimes, nickels, and pennies; and the number line.